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The JOURNAL of EDUCATION

Twice a Month for Better Schools

MARCH 4, 1935

When You Plan a Schoolhouse

ERIK A. ANDERSEN

The Sizing Up Was Mutual — By A PRIMARY TEACHER
If I Were a School Board Member — ARTHUR DEAN
Factors of Successful Teaching — R. L. HUNT
The Board "Sits" on Salaries—*A Dialogue* — V. H. CULP
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Twice a Month for Better Schools

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Contents for March 4, 1935

WHEN YOU PLAN A SCHOOLHOUSE 125
Erik A. Andersen

THE SIZING UP WAS MUTUAL 127
A Primary Teacher

IF I WERE A SCHOOL BOARD MEMBER 129
Arthur Dean

FACTORS OF SUCCESSFUL TEACHING 130
R. L. Hunt

WHEN TEACHER READS ALOUD 131
Irl H. Dulebohn

THE BOARD "SITS" ON SALARIES 132
V. H. Culp

THOSE BUDDING NINTH-GRADERS 134
W. N. Malony

ALL IN THE DAY'S WORK 135
Francis Read

EDITORIALS 136
Service That Is Priceless
The Power Behind the Schools
Retirement Flexibility

MAKERS OF BETTER SCHOOLS 137

THE ROUND TABLE 138
Superintendent Albert B. Kellogg, Superintendent F. W. Phillips, Superintendent W. A. Kincaid, Superintendent L. C. Day.

THE NEWS DIGEST 139

THE ALCOVE FOR NEW BOOKS 145

GRINS BETWEEN GRINDS 146

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The Editors Say...

We really didn't intend to make a School Board Number of this. But one thing led to another—until it is almost that. Several articles and two editorials have special bearing on the Board of Education and its problems.

If you want *your* Board or some particular member of it to see this issue, drop us a line to that effect. Some superintendents have already done this on the strength of a hint printed in our last issue.

•

Awards in our Short Story Contest will be announced in the JOURNAL OF EDUCATION for March 18. The first of the prize winning stories will appear at that time. (See page 133, this issue.)

•

An imaginary fanfare of trumpets calls us to another Treasure Hunt. An advertisement in this issue contains a series of four words which, if the printer had pied them, might turn out like this:

iselzeruanlitisigitlufontai

Straighten out the letters and locate the advertisement in which the words occur.

If your answer, addressed to JOURNAL OF EDUCATION Treasure Hunt, Six Park Street, Boston, is the first to reach us from your State, you will be entitled to a four months' subscription credit, for yourself or a friend. (If you've already won twice, transfer your subscription to a friend!)

Your answer must be mailed not later than March 22 to be considered.

Answer to Missing Line Puzzle of February 4 was:—

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The first line of the couplet was on page 60. Correct solutions came from eighteen States.

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JOURNAL OF EDUCATION

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When You Plan a Schoolhouse

By ERIK A. ANDERSEN

Deputy Superintendent
Providence, Rhode Island

Take some tips from this article. Its author had an important part in the extensive program of school construction at Providence.

THE successful planning of modern school buildings is dependent upon the acceptance of an educational philosophy that stresses educational and vocational guidance, that provides for differentiation, exploratory courses, flexibility of curriculum, and supervised extra-curricular activities in the preparation of students for healthful social living and maximum individual growth and achievement.

An adequate school building and site program is determined by the existing or projected educational policy, by the proposed curriculum, and by the form of the administrative organization.

In choosing sites certain negative and positive considerations should exercise an influence on final selections. Nearness to street car tracks, intersections, disturbing noises, unhealthful surroundings, and moral hazards are recognized as unfavorable influences. Such favorable conditions as high and attractive locations, large open areas, nearness to parks, playgrounds, and centres of population, means of transportation, and reasonable distances to be traveled, are factors that should govern the choice of sites.

Types of buildings, such as the E, H, I, T, and U, will permit future extensions to be made with a minimum of expense and without interference with school sessions. The choice of the particular type to be used will depend upon the size and shape of the site, the size of the building when completed, and its location on the site.

In order that additions may be made easily, care should be taken not to place stairwells or toilet rooms on the ends of corridors. All new buildings should be planned for flexibility as it is important to make provision for later changes which will meet the needs of a changing curriculum. When buildings are designed it is a matter of foresight to plan for loads to be carried on outside walls and corridor walls with floors cross framed.

Consideration should also be given to the arrangement of windows and doors, to the placement of ventilating ducts, heating, plumbing, and electrical equipment to render it practicable to make changes in the sizes of rooms without much difficulty. Planning in this manner will make it possible for end wall classroom partitions to be moved without affecting the structural design.

An analysis of building needs must be made if a school is to be built around an educational program. Such analysis will reveal the need for rooms of different size, that differ essentially in their appointments, such as auditoriums, libraries, gymnasiums, food and clothing rooms, shops, and rooms for academic subjects, nature study, science, and commercial study which are usually found in new buildings.

The size of classes, ages and grades of children to be accommodated, subjects to be taught, student activities, expected increases in enrollment, and the community use of school buildings, are important considerations in the development of plans for a school building.

Rooms that form a special department may be grouped together for better supervision and multiple use of standard kinds of equipment. Portions of each building used for community purposes such as libraries, auditoriums, and gymnasiums, should be accessible to entrances and heated separately. To facilitate supervision, consideration should also be given to the installation of doors or folding gates to shut off these facilities from the main building.

School authorities differ with regard to proper methods of clothing storage, but there is a growing tendency to recess lockers or wardrobes in corridor walls because of accessibility, utilization of wall space, and lower construction costs.

Materials for construction should be chosen with regard

to maintenance and durability as well as for appearance. Portions of a building subjected to severe use should be protected by enduring materials that eliminate frequent and expensive repairs. Floor coverings of rubber tile, battleship linoleum, or asphalt tile are replacing the traditional wood floors in corridors and classrooms. In shops and gymnasiums hard maple seems to be preferred. There is a growing tendency to use glazed brick or tile on the walls of corridors, stairwells, toilet rooms, gymnasiums, and shops. Such materials are not easily defaced or damaged, and there is but little expense in maintenance.

Adequate provision must be made for proper systems of lighting, heating, and ventilation. Unilateral lighting is favored because it relieves children from unpleasant cross light and the danger of injury to eyesight by facing direct rays. For the protection of eyesight care should be taken to avoid bright glossy surfaces which concentrate the rays of light, cause unequal diffusion and unpleasant glare.

•

It is generally known that poor ventilation may be the cause of headaches, drowsiness, faintness, dizziness, restlessness, and inattention. The results of the studies that have been made indicate that temperature, humidity, and air in motion are the three conditions that affect health and must receive consideration in connection with ventilation. No system of heating and ventilating should be installed which does not made adequate provision for all three factors. Satisfactory equipment has been designed and is available for installation.

It frequently happens that new buildings are constructed which are modern in the sense that a large variety of facilities have been included, but obsolete, when checked with accepted standards for educational and other requirements. The planning of a school building offers an excellent opportunity to modernize traditional classrooms and to make them more efficient.

It frequently happens that new buildings are constructed which are modern in the sense that a large variety of facilities have been included, but obsolete when checked with accepted standards for educational requirements.

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The modern classroom is a laboratory in which teacher and students work together in co-operative enterprises. The traditional classroom was equipped with blackboards on three sides and furniture was fixed to the floor. Teachers imposed subject matter for memorization and recitation. The modern classroom is a work room in which students learn through participation in purposeful activities. Interest is the keynote and individual abilities are given opportunity for expression and development. Blackboards occupy a minimum of wall space. Cork composition and other types of display boards are covered with illustrative materials. Students sit in movable chairs that are easily grouped about work tables. Windows are banked and extended to the ceiling to provide adequate natural light. Storage cabinets for pupils' work are built into the walls. Electric and mechanical equipment is provided for radio and sound pictures. Special cabinets are provided for the large number and variety of books which are included in the modern classroom library. Children look up their own reference material at the time the need is apparent. Their self-directed activities are centres of interest which lead to new experiences.

It is not possible in a brief article to discuss all phases of school planning or to include a list of all the modern standards which cover practically every phase of schoolhouse construction. Teachers College, Columbia University, and other educational institutions have prepared scientific studies and standards that are available to school authorities. It is to be regretted that these standards are not more generally used by officials charged with responsibility.

Many of the mistakes which occur in schoolhouse construction are the result of poor planning or insufficient knowledge with regard to proper procedure. These common errors generally fall in two groups; those that are the direct result of incomplete, inadequate plans and specifications, and those that relate to procedures in connection with these plans and specifications. To avoid omissions and misinterpretations, plans and specifications should indicate clearly all the details that are essential for the completion of a building. Frequently items mentioned in the specifications are not shown on the plans, or the plans indicate work to be done which does not appear on the specifications. To avoid all misunderstanding, school authorities should demand that everything be shown on the plans. Architects should be checked by educational experts in the field of school building construction during the period plans are in the process of development in order to avoid errors, extravagance, and waste.

•

A modern school building which fulfills its purposes will provide a social setting for the discovery of latent abilities, the mastery of knowledge of facts, the development of skills, the formation of proper habits, and the creation of desirable attitudes and ideals.

The Sizing Up Was Mutual

By A PRIMARY TEACHER

IN the past thirteen years of teaching experience it has been my fortune—or perhaps my misfortune—to go through the formalities of interviews with an unusually large number of school principals.

Back in the Golden Age, from 1921 to 1928, there seemed to be an abundance of excellent positions open, each one offering some particular advantage in the way of location, increased salary, or professional advancement. Agency notices came piling in, and for a young, ambitious teacher with a strain of wanderlust in the blood, and no home ties to prevent moving about the country freely, frequent changes were inevitable.

Then we fell upon evil days. Budgets were cut; private schools forced to make drastic reductions as enrollments dropped with alarming rapidity; and the business of "job-hunting" began in earnest. No longer was it a question of choosing the *best* position but rather one of getting *any* position at all. It seemed that I no more than settled down in a situation, got acquainted with school and town, and grew familiar with school procedures, when the notice came to move on again. It was then that I learned the folly of easy circulation from one splendid school to another in earlier days—but much too late to do anything about it.

How familiar I became with the words, "This is a most distressing situation, Miss So-and-so! Our enrollment is so small that we can no longer keep our full staff of teachers. Naturally, those who have been with us longest will be retained, and though I shall be sorry to see you go, I am forced to inform you that your connection with the the school must end at the close of the present school year."

So, as the Irishman said in reporting a railroad accident, it was "Off again; on again; gone again. Finnegan." Another season of "job-hunting" and being interviewed was about to begin.

It is quite natural, then, that in this peculiarly checkered career one should come in contact with a great many school principals, and become fairly well acquainted with their methods of conducting an interview.

•

First, there is the "busy executive" type. Surely you have seen him often. Papers and photograph neatly arranged before him; a large gold watch at the upper left hand corner of the desk; he turns in his swivel chair and orders you to be seated. There is something in his attitude which says unmistakably: "Here, young lady, I'm a very busy man. I can give you just five minutes of my valuable time—no more, no less. There are twenty other applicants for this position outside the door waiting for their turns, so speak fast."

Then panic takes possession of you. Just five minutes to say what you have to say. Five minutes to show yourself better fitted for the job than the twenty other applicants who are, at this very moment, powdering their noses and straightening the seams in their stockings outside this "sanctum sanctorum." Your words come tumbling out as you try to give him all the information he requires in that limited time, and in the back of your mind lurks the horrible thought, "Suppose I should talk so fast I'd make a mistake in English! Suppose I should use the wrong word! Steady, now, steady! No split infinitives here; no confusion of "who" and "whom." Think fast, old girl. Is it "somebody's else," or "somebody else's" that you mean to say? Beads of perspiration gather on your upper lip; your hands feel cold and clammy; and you know your nose is getting shiny. Frantically you search for words—and the watch ticks on. Then, sooner or later, comes a lull as you begin to run out of words. Politely the Busy Executive escorts you to the door, asking you en route to leave your address and telephone number with his secretary, who will get in touch with you as soon as a decision is reached.

"Whew! That's over!" you murmur gratefully, and nobly resisting the impulse to sit down on the school steps and relax for a moment, you start down the street; your head high—"bloody, but unbowed."

•

Second, there is the "dear old lady" type. You know—the one who jitters about the office all the time you are there. Her desk is littered with a collection of themes, Latin texts, letters, and daily newspapers. Her hands are never still. Telephones must be answered at the most inopportune moments; instructions given to teachers, secretaries, and pupils; little notes jotted down on a scratch pad and papers and books rearranged. Hordes of people seem to be dashing in and out of the office, and the place resembles Fifth Avenue and Forty-second Street during rush hours. It is always difficult to finish a sentence here, and secretly you wish you had brought along that "Do Not Disturb" sign little brother snitched from a hotel years ago, and hung it on the door-knob as you entered.

Oh, well—you can't deny she is a sweet old thing, and even though she doesn't appear to hear a word you are saying, that won't

interfere with your chances of getting the job, provided she likes your looks and personality. You can feel pretty sure she knew all about you before you ever entered the office at all, and being a pretty shrewd judge of character, she did not take long to form an opinion of you, which all the eloquence of Shakespeare could not change. Yes, I like the "dear old lady" type, for under the apparent disorder and confusion there is a fine, friendly spirit, tolerance, and understanding.

•

But watch out for the "icy one," be it the male, or the female, of the species. If you are a past master at keeping window shades at a precise level, desks and cupboards ready for inspection without notice, and attending to every detail as though it were to be your last act on this earth; all well and good. But remember—only "perfect ladies" need apply.

•

Then there is the "tell me all about yourself" type. Personally, it's my pet abomination. How often, at the beginning of an interview, does the principal sit back in his chair (or more likely, her chair), smile indulgently and say: "Now tell me all about yourself." Well, just where does one begin? Does this person want to know your training, your experience, your ideas on modern education, or your personal life, first of all? Do you start at the present time and work backward, or take it all in chronological order? Of all the vague, misleading, irritating questions in the world, one of the worst is: "Won't you tell me all about yourself?"

Some day before I die—or at least before my job hunting days are over, I am going to give one of these people exactly what she asks for. I'll start on a lite history, beginning with "I was born in Brooklyn, N.Y., of poor but honest parents. In early childhood I had measles, mumps, whooping cough, and chicken pox." Then I shall go on and on through all the years of childhood and adolescence, giving due consideration to all the factors which have influenced mental, physical, and emotional growth; little incidents which have impressed themselves upon my mind; my secret joys and sorrows, desires and inhibitions; changes of environment and companions who have influenced my behavior; abilities and disabilities; likes and dislikes. Even though I have to tie the one who asked that question to her chair, and send out every three hours for coffee and hamburgers to sustain me during the telling of my tale, I shall *tell* it, and make her listen. Never again will this unfortunate victim of my pet hatred be able to sit back in her chair, smile indulgently, and say "Now, tell me all about yourself," without vivid recollections of that prolonged narrative.

•

However, there is one other type of "interviewer" who has not yet been mentioned. Call him what you will,—"gift of the gods," "applicant's dream," or just a "regular feller." He is the one you like to meet, and you come away from his office feeling that you have met a "real person." You want the position, of course—want it terribly; but whether you get it or not, the interview has been worth while.

He is the one who puts you at your ease, perhaps by telling you a little about his school and town, and his questions are well formulated, definite and direct, but courteous. Your training: number of years in the teaching profession; type of schools in which you have taught: your chief interests both in and out of the classroom; whether or not you plan to continue graduate work, and if so, along what lines. The information is not hard to secure in a limited time, provided he "knows what he wants to know," and also knows how to find it out. Without the feeling of being hurried, or the sensation of excessive nervous strain, you converse, rather than recite, and there you are! It's the perfect interview.

•

One of the finest interviews in my experience took place nearly nine years ago; yet I remember it as distinctly as though it were yesterday. In this case the person who asked me to visit the school, after a certain amount of correspondence had passed between us, was a member of the Board of Trustees. The principal of the school had recently resigned because of poor health, and a new one had not yet been selected, and in this particular instance the "regular feller" was a member of the fairer sex.

The first formalities of introduction over, I was taken from one room to another on a tour of inspection. We stopped to chat for a moment with two or three teachers whose classes were then in the music room or art studio, and saw others in action. By the time we returned to the office I had an excellent idea of the school; size of classes, type of work being done, personnel, and morale. The first question asked of me was an unusual one. "Miss So-and-so, now that you have seen the school, and some sort of first impression has been made upon you, tell me—do you think you could feel *at home* here?" Then followed these extremely pertinent ones. "In what ways do you find this situation similar, or dissimilar, to your present one?" "Are you interested in carrying on the type of activity you have just observed in our third grade?" "What specific activities have you carried on in your own class this year?" "To what extent do you believe the Social Studies should be emphasized?" "Are you familiar with the materials you have seen in use?" "To what extent do you use intelligence and achievement tests?" "What are your chief interests outside the classroom?"

Well—the interview was not a long one, but to my mind, it was

almost perfect. My credentials were already on file, with professional training and experience carefully noted. Recommendations had been studied. There was no need for repetition of facts which had already been put down in black and white. What this person wanted to find out—and did find out, I think, by clever questioning, was just how the applicant reacted to the new situation, and how she would fit into that situation.

•

Oh, if only that kindly Power which watches over itinerant school-marms would arrange a few more interviews with "regular fellers" like this one, and materially reduce the number with "busy executives," "dear old ladies," "icy ones," and the "tell-me-all-about-yourself" type, this business of interviewing would be changed as if by magic from a series of futile, nerve-shattering ordeals, to what it really should be;—a means of making valuable contacts with real people who know what they want to know, and take the most agreeable way of finding it out.

If I Were a School Board Member

Concluding a series of three articles. Previous titles were: "If I Were a Teacher" and "If I Were a Superintendent."

By ARTHUR DEAN

A NEIGHBOR of mine was offered the nomination for membership on the school board. He refused with the remark, "It is a thankless task, and there is nothing in it for me." A business competitor of his accepted the nomination with the remark, "I will accept the nomination gladly because I know of no line of public service which will do more to educate me and in which I can do more things which will help the boys and girls of our city."

We like the spirit of the man who accepted the nomination. The other fellow would have injured the schools. Both men told the truth. It is "a thankless job," but it is a fine piece of public service, and to the man who enters it earnestly and conscientiously it is an education in itself.

•

If I were on the school board I should hate to be the tool of any faction that had put me into office to "do somebody" or to stir up trouble. Of course if the trouble were related to improving the local school situation I should jump in with both feet. But I should decline to mix up in any mess which would lower the efficiency of the schools. The future of our boys and girls is not to be vote traded or treated as street paving contracts or sewer pipe purchases often are.

•

If I were on the school board I should like to have some specific worthwhile idea in mind for the improvement of the schools. As a doctor I should want to advance the health of school children. As a mother I should want to bring the point of view of other mothers. As a former teacher I should hope that I could make a valuable contribution to teaching methods. As a minister I would make every endeavor to have character teaching as one of the great results of education. As a workman I should want the boys and girls to have a fine respect for labor and for those who work with their hands. As a lawyer I should try to see what could be done to advance the schools rather than to impose so many "can't be dones."

The meanest fellow on the school board is the peanut politician. You know the fellow—the one who wants his wife's sister placed on the teaching staff, who never sees the big things which the superintendent of schools is trying to do but always measures every recommendation with the inner reservation, "What is there in it for me?"—who wants a schoolhouse built on a parcel of land owned by a friend of his and whose vote is always governed by self-interest and a desire for political advancement.

•

If I were on the board of education I should realize that the school system is the most expensive part of the city government. Schools cost more than the police, fire and health departments put together. They are worth their costs in proportion as they teach common sense sufficient to stop pouring kerosene on a fire in the kitchen range, as they prevent by character training, juvenile delinquency which precedes crime; as they create health ideals which keep a community clean of flies and filth; as they train youth for profitable employment in wisely chosen occupations; and, finally, as they instill in boys and girls an appreciation of fine citizenship, clean personal habits, wholesome family relationships, and ideals of true living.

Factors of Successful Teaching

By R. L. HUNT
Superintendent
Madison, South Dakota

THE question, What factors determine success in teaching? was asked the writer recently. To further embarrass him, this was supplemented with the request that the answer be specific and brief. This added qualification eliminated the typical "I think," or "In my judgment" introductory remarks to the reply. The first reaction was a request for time to consider the question.

•

Before the days when so much was heard and said about the 100 per cent. American, citizen, business man, and this and that, the writer prepared and used a score card which was labeled, "The 100 Per Cent. Teacher." This included three general terms, namely: Discipline which was scored according to the pupils' demonstration of the fact that they had been taught respect for the school, property, and authority; loyalty in that the teacher exemplified this desirable trait or quality to the profession, the school, the community, and to fellow workers; ability in that the teacher knew her subject, knew how to present it, and created an interest on the part of the pupils. Arbitrary scores of 35, 35, and 30 were given the three qualifications in their respective order named. Subjective data could be given to indicate that this rating sheet was of some value in bringing about the much desired improvement of teachers. However, this would not be sufficient to offer as an answer to the perplexing question under consideration.

•

Most teachers have read the numerous lists of factors that cause failure and those that determine success in the textbooks of the institutions of higher learning. These same data have appeared in many professional magazines. Graduate studies by the score have determined both the negative and positive traits, abilities, and knowledges. In recent years a new type of professional book has appeared in which the many things other than scholarship, training, and experience have been emphasized as exceedingly important qualities for the excellent teacher. What then is our answer? Where shall we look for authoritative source material? Would a compilation of all of these data provide a reliable answer to our question? There seems to have developed a new interpretation to a fundamental idea of government, namely: In union there is strength. The modern version might be stated as follows: A frequency distribution of the ideas and judgments of many may add little, or nothing, to the truth, but it does make the findings more accessible and respectable. The only claim made for the ideas herein given is that they have been obtained from about a dozen books, and the recent articles on this subject that have appeared in several of our leading educational journals. No attempt has been made to rank the factors. However, the first two weaknesses ranked far above the others.

•

Since the negative or educational shortage approach in curriculum making has not been entirely discredited, the causes for failure will be considered first. From the data used, the following causes for failure represent the first twenty: Poor in discipline, failed to co-operate, gossip, lack of teaching skill, immorality, weak personality, lack of interest in teaching, lazy, poor health, lack of good judgment, deficient in scholarship, poor methods, daily preparation insufficient, interest in everything about school except own work, the "yes, yes" type, the maker of alibis, careless and freakish dress, didn't pay bills, kept questionable company.

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There is nothing new in this list. It's the same old story that has been cited and re-cited in each of the many repetition courses in education. However, there is one point of interest, if this list represents the actual facts (Failure has not been defined—that is left for the reader). Among the twenty weaknesses or faults, there are only four (in reality only two) factors that may be classified as a lack of technical knowledge. They are, first, a lack of teaching skill; second, poor methods which would be an expected result of the first; third, deficient in scholarship; and fourth, insufficient daily preparation which would logically happen where scholarship is lacking. May we suggest, not conclude, that such factors as weakness in discipline, failing to co-operate, lack of good judgment, poor management of personal business affairs, and a weak personality cause more failures among teachers than a shortage in scholarship, a lack of knowledge of teaching methods, a limited number of years of training, and inexperience.

What about the factors on the other side—the positive or success qualities? Why do not such terms as scholarship, technical

training, and experience appear in a more prominent place in the typical list of essential qualifications for success? Have these three qualities been taken for granted? Or, have the teacher-training institutions stressed these and neglected the other fundament abilities? The writer would not even venture a guess as to the correct answer to these questions. Neither would he discount the value of good scholarship (high intelligence), broad professional training, and experience of the right type.

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Here are the essential qualifications as found in the limited data surveyed: (1) a sane and sound attitude toward work, coworkers, superiors, children, parents, and all people, with a positive outlook on life, supplemented by wide interests rather than a narrow classroom viewpoint; (2) exemplification of the desirable self and character traits; (3) proper relationships with people; (4) a knowledge of children and adults, subject matter, methods of teaching, objectives, and general trends in education; (5) a sound philosophy of life and of education; and (6) such personal qualities as neatness in person and dress, intelligence, health and vitality, and high moral standards.

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In presenting the traits that determine success in teaching, Frasier and Armentrout listed ten. The first five had a frequency of 30 per cent. or more, and are in their rank order: (1) Willingness to co-operate; (2) community interests; (3) skill in teaching technic; (4) pleasing personality; and (5) willingness to carry an extra-load.

The above would indicate that technical knowledge and intelligence compose about one-fourth of the qualities that result in success in teaching. Unless we believe with those who give nurture more than a one to ten chance with nature, we must accept the age-old adage that teachers are born and not made. However, the writer prefers to give nurture a "break," and have this great cause of educating teachers to be better teachers continue.

In conclusion, the writer hereby offers a philosophical, even though the opposite was requested, answer to the question, What factors determine success in teaching? The teacher who expects to win the distinction of being successful in his profession should have: (1) A good background in sociology, economics, and human relations and development; (2) a fair knowledge of the general field of education; (3) a more technical knowledge of his particular field, including the objectives, methods of teaching, and the sources of reliable materials; (4) sane and sound knowledge of disciplinary problems and procedures; (5) a realization of the fact that co-operation, a pleasing personality, an exemplification of the accepted better personal and character traits, and a sane philosophy of life and of education are ultra-important qualities; (6) a clear understanding of the fact that scholarship, years of college training, and of experience are not necessarily proofs of success; and (7) a knowledge of the fact that qualities for success have relative as well as real values.

In other words, the successful teacher has good common sense, a broad outlook on life and its perplexing problems, dresses in good taste, has a sympathetic understanding of pupils and their problems, boosts the school and community, has a sane knowledge of relative values, attends to his own business, and does the best he knows with the aid of his advisers, and the available literature.

When Teacher Reads Aloud

By IRL H. DULEBOHN

Superintendent, Bessemer Township Schools

Ramsay, Michigan

Well, no, she ain't so pretty,
Or so young, or wise, or witty,—
She doesn't dress so stylish
and her clothes ain't always pressed.
She assigns a wicked lesson,
An' she always has us guessin'
But,—when she reads aloud, well,
we forgive her all the rest.

She reads to us of mornings,—
Never gives us any warnings,—
But we're always in and settled,
she don't ever have to look.
Seems to make us feel like workin',
We forget about the shirkin'
Havin' teacher start the day off
with a story from a book.

An' when lessons get to draggin'
An' she finds she's cross and naggin'
She's apt to stop off short an'
take a book down off the shelf.
She may only read a minute,
But, say,—there's magic in it,—
At least we all feel better,
an' I guess she does herself.

Sometimes she reads us travel,
An' again why she'll unravel
Some yarn of wild adventure, how
some mighty deed was done.
She knows a million of 'em,
An' we love 'em,—simply love 'em,
Same time we're learning something,
an' I'm telling you, it's fun.

The Board "Sits" on Salaries

By V. H. CULP

Northern State Teachers College
Aberdeen, South Dakota

Do you recognize any of your Board members in Mr. Fair, Dr. Wise, Mr. Dollar, Mr. Hope, Mr. Merchant or Mr. Standard?

THE school board met in regular session to consider the election of teachers for the coming year. The members of the board were between the "devil and the deep sea." On the one hand they felt the urge of their duties towards the schools, while on the other hand they heard the loud demands of the tax-reduction group. Should they follow the dictates of duty, they would become political outcasts and economic lepers in their home community. Gladly would they have passed the task to some super-human "George" and taken a vacation in the enchanting sunshine of the Caribbean. The members were perceptibly relieved when the chairman said: "The meeting will please come to order, and we will have the report of the secretary."

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When the routine business of the board of education was over the situation became somewhat tense. The chairman broke the ice with the remark: "We are now ready for the report of the teachers' committee, from its chairman, Dr. Wise."

Dr. Wise: "Mr. Chairman, and gentlemen: I have been on this committee for many years, and never have I had such a difficult task to perform. Our committee has met three times, and on each occasion we agreed to disagree. No matter what we do, we shall be severely criticized. I am not afraid of criticism, but the path of duty is not clear. Things are happening so quickly and conditions are continually changing. I prefer not to make a report at present, but simply recommend that we defer action until a more auspicious date."

Mr. Dollar: "Mr. President, last year I was elected to this board by the Tax Reform League of this city. I expect to keep faith with the principles of that organization. They expect results and their program is no secret to any of us. I am not in favor of evading the proposition; let us meet it manfully and show no fear. I want action, and I want it tonight. I warn you, if you behave like a lot of cowards, there will soon be new faces on this board."

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Mr. Hope: "Mr. Chairman, and fellow members of the board: I was elected by the people, and when I took the oath of office I assumed a definite responsibility. A number of years ago I was a teacher, hence, I know something about the teachers' side of the issue that is before us. I am confident that the famous corner of song and story will not hide prosperity much longer. We cannot expect our teachers to give us professional services of a high order on a bread and butter wage. The reduction we made last year was too malicious. Teachers need to buy books and magazines, listen to the best music, belong to different organizations, attend lectures, travel and go to summer school. We expect them to be public-spirited and liberally support the charitable and religious institutions of the city. Our teachers can do few of those things. And besides we expect these teachers to train our children for a glorious future. Gentlemen, you are all aware that prices have materially increased in many lines of business. There is only one action that we can logically follow, and that is to increase the salaries of the teachers."

Mr. Merchant: "Mr. President, if we were to follow the advice of Mr. Hope, we would be the laughing stock of the city. The taxpayers would lightly disregard newspaper talk about mob action and lynch us. I'm a business man of this city, and I know many things which need not be repeated in public. I am, however, justified in saying that there are other ways of killing a cat aside from shooting it with seven golden bullets. I'm in favor of taking another whack at 'the best dressed people of the city.' The woods are full of teachers who are willing to accept any kind of contract.

"Suppose good times return—even so, we will have driven an attractive bargain for the overburdened taxpayers, and will have won their genuine approbation. It is my opinion that the cut should be at least ten to fifteen per cent."

Mr. Dollar: "Mr. Chairman, I want to say that I am proud of the business foresight of Mr. Merchant, who stands high among the business men. His sentiments are in accord with those of the Tax Reform League. He may count upon my vigorous support."

Dr. Wise: "Mr. Chairman, Mr. Merchant in his advertisement in the newspaper the other day advised thrifty patrons to buy now as prices are rapidly advancing. The thing we call prosperity must be shared equally by all classes if it is to be per-

manent. Since prices are rising and the cost of living is mounting, why should we not be fair with the teachers, and help them keep up with the procession?"

Mr. Merchant: "Mr. Chairman, may I reply to the doctor?" At the nod of the presiding officer, he continued: "Prosperity is not here yet. It is still a long up-hill pull. Next year, if conditions have materially improved and the taxpayers have recovered, we can raise salaries. I'm still in favor of a slight cut."

Mr. Hope: "Mr. President, it appears that the members of the Board of Education are miles apart. Would you be willing to express your opinions?"

The chairman, who was the venerable Attorney Fair, slowly rose from his seat. "Gentlemen, my term expires next summer. If the people want to retire me, that is their privilege. The office itself means nothing to me, but the possibilities of service are a challenge to me day and night. I'm interested in the boys and girls of our city, the future of the nation, and good citizenship. I have no program prepared for this board, but I am in hearty sympathy with the ideals of Mr. Hope.

"Gentlemen, we have a man here who knows the school business as we know our own lines of work. He can speak as an expert. Why pay a man a salary as superintendent, and not seek his advice? Mr. Standard has been in this city many years, and has more friends than any man in the municipality. Most of the leading men on Main street had him for their teacher. Mr. Standard, we need your help."

Mr. Standard: "Mr. Chairman and members of the Board of Education: I deeply appreciate the kind words of Mr. Fair. I have seen many difficult situations and have weathered storms of various kinds. No one ever won a battle by running away from the firing line. I believe that I have a program that is eminently fair to all parties concerned. As long as I am associated with the school system, we will have only one policy, and that is one of justice and honesty. It is the only policy that will meet the test of time. If the board approves it or if it does not desire to take a stand, I will take it to all the organizations of the city, and defend it against all opponents.

"Were you not public-spirited citizens, you would not be members of this board. You do not get salaries, and abuse is often heaped upon your heads. I believe you will support me in public and in private. Of course, we must be fair to all parties concerned: the boys and girls, the parents, the taxpayers, the teachers, and the Board of Education. My proposition is brief, and I desire that it may be adopted by the board if it meets their high standards of square-dealing.

"'Be it resolved, that because of the uncertainty of the extent of recovery and the ability of the taxpayers to support the schools, the board adopt the list of teachers as presented by the superintendent for the coming year. The salaries, to be determined sometime before September first, are to be made on the basis of the cost of living, the demands upon the teachers, and the degree of economic recovery at that time.'"

Mr. Dollar: "Mr. Chairman, I see the justice of Mr. Standard's case. I move the adoption of the resolution."

Dr. Wise: "I am delighted with the fairness of the proposition. It cannot help being popular with every citizen of the city. I second the motion."

Mr. Merchant: "I need more time to think over the proposition. I can see no real objections from the League, and while I do not exactly favor the motion, I will not oppose it."

Mr. Chairman: "As many as agree to the motion, say 'Aye.'" A chorus of "ayes" was heard. "The 'ayes' have it, and the resolution is adopted."

The men started home with light hearts, first stopping at a popular eating place for a lunch. Mr. Dollar insisted that he would talk around town if Mr. Merchant would not pay the bill. Mr. Merchant gladly took possession of the bill, and good feelings again prevailed.

The morning papers praised the Board of Education for its wisdom, and declared that no fair-minded citizen could object to this equitable arrangement.

OUR ISSUE OF MARCH 18

WILL ANNOUNCE

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The next seven issues, carrying these entertaining "Tales Out of School," will be mailed as published to any address for 75 cents—payable in stamps if more convenient.

JOURNAL OF EDUCATION

Six Park Street, Boston

Those Budding Ninth-Graders

By W. N. MALONY
Bloomer School
Council Bluffs, Iowa

THE writer was for eight years superintendent of schools in an Iowa town. While in this position he learned that teachers do not like to teach ninth grade English. In fact, some think it is beneath their dignity to teach even tenth grade English. In order to keep peace in the family and to make the English teachers happy, the superintendent did as any inexperienced small-town superintendents might have done. He assigned freshman English to the athletic coach. He might just as well have assigned it to Tony, the janitor. After a few months the administrator discovered that the coach was making a flat failure and that the pupils were not getting a square deal. Someone had to come to their rescue, so the superintendent resolved to try his luck.

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Scarcely had he begun to see daylight before an offer in the English department of a nearby city high school was received. As a newcomer he was a victim of circumstances and drew four classes of ninth grade English, the enrollment ranging from thirty-two in a class to forty-four. Now teaching more than one hundred and ninety pupils each day was hard work, especially when school superiors made it imperative for them to memorize all of Gray's "Elegy." But the writer grew to like these young students and to sympathize with them. He soon made up his mind that ninth graders were the most self-conscious, helpless and yet, at the same time, the most human and interesting students he had ever known. He found them to be eager, proud, anxious, alert, decidedly frank, and well-meaning individuals. It is true that many of them may read aloud these lines:—

"The world is so full of a number of things,
I'm sure we should all be as happy as kings."

and still not know the significance of them. Most of them have not acquired a taste for good books. They do not know how to study or to use the dictionary to the best advantage. Spelling is hard for them, and sentence sense is still more trying at times. The comma and the apostrophe mean nothing in their young lives. They are immature and do not grasp significant things without considerable repetition. They try one's patience, yet their development is interesting. They unfold as does a rosebud. Any horticulturist will agree that some buds never unfold completely and that others need considerable coaxing. These, however, are few when compared to the many that become very beautiful flowers. If a ninth grader doesn't succeed, it means something to know that he at least had the desire to do so. Very often he furnishes only intimations of his thoughts. Instead of giving him a low mark, put a premium on some one of his good thoughts, and being encouraged, he will unfold in a surprising degree. Praise accorded the normal boy or girl serves as a tonic and brings out unsuspected abilities. John, who is so timid that he doesn't do himself justice in recitation, will startle the teacher and his classmates when it comes to explaining in detail how to make an airplane or how to cook a rabbit stew.

When the writer tires of conjugations, indefinite pronouns, and the like, he invariably turns for a bit of relaxation to a lesson in oral English. Ninth graders respond readily to such a change. One of the first requisites for these oral talks is illustrative material. Students have brought pets, cakes, musical instruments, clothes, needle work, shingle nails, cooking utensils, manual training products, scrapbooks, stamp collections, pictures, beauty parlor apparatus, batteries, toys, games, plants, cut flowers, gold fish, letters, kodaks, spark plugs, ball mits, art work, radios, rocks, ice cream freezers, sewing machines, and chronometers. The teacher's room often resembles a junk pile or a second-hand store. Sometimes the white rats escape and explore a wee bit; or the rabbits get sick and must be taken home; or the pillow case lace becomes soiled. Yet after all, that is a part of the game.

One day recently a lad brought his guitar to class and a girl her piano accordion. After explaining the instruments to us in well-chosen words, they each played and sang several selections. A girl from another class brought a cake that she had baked. With a good voice and with effective action we were told exactly what procedure she had followed. Then she called for helpful suggestions, after which she cut her favorite cake into many pieces and passed it about the room. While the students ate it, the teacher encouraged ordinary conversation so that all might experience a part in having something worthwhile to say. Unexpected things often happen. One day a girl came to the instructor and asked for permission to draw a good-sized mermaid on the blackboard. She said that she had

always longed to be a mermaid and that for her oral talk she would pretend she was a mermaid. The teacher held his breath, and wondered what was coming. This girl's report proved to be a happy surprise. It was decidedly clever. It was by far the best talk she had given. She held the class spell-bound.

It has been the task of the writer from year to year to prepare the classes in question for the Iowa State Academic tests. The results have always been pleasing and satisfactory, but the best of it all was that the ninth graders were good-natured and decidedly good sports when they were exposed to that wealth of material and real hard work.

Time flies when teaching freshman English. It is fascinating work, for one never knows just what the ever-changing youth of today can or will do next.

All in the Day's Work

By FRANCIS READ
A High School Principal

The Saving Grace

The teacher had sent the boy to the office because he had been rude. What were the facts? The boy had obtained for an answer to his algebra problem 7½ men. "Whoever heard of half a man?" snapped out the teacher. "It might have been a boy," replied the pupil, and immediately he received a pass to the office.

What is a principal going to do with a teacher who has no sense of humor?

This evening I have read that delightful little book, "Goodbye, Mr. Chips"—the story of a schoolmaster who devoted his life to teaching boys in an English private school. He was the idol of his students. The man's popularity was due in a large degree to the fact that he could see the funny side of things.

My own children are unfortunate enough to have to attend their father's school. Of course, they give me the benefit of many suggestions. "You are too serious, Dad. Why don't you loosen up and crack a few jokes now and then?" My big son talks to me like this, and I know that his advice is good.

I have brought to mind a long list of the most popular and influential teachers that I have had as colleagues during my experience. As far as I can remember every one of them was jovial.

A teacher who has a ready wit, who can laugh with his students, even when the joke is on himself, has one of the first essentials for successful leadership in a school.

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Visiting the Sick

This afternoon I stole away from the school to visit several students who are sick at a hospital.

I called first on a senior boy who is at the point of death, following an accident with a gun. The boy smiled as I put my hand on his head and said to him: "God bless you."

One boy has an incurable disease and can live but a short time. It was pathetic to hear him make plans which he never can carry out.

My visit with a lovely sophomore girl, who is recovering from appendicitis, was most delightful. So many of her friends have called on her, and she has received such beautiful flowers and gifts and such an avalanche of letters and cards, that she has enjoyed nearly all of her enforced vacation.

I came away from the hospital with the feeling that I have something to live for, even if it is only to give a word of cheer to the unfortunate.

There is a pastoral side to a principal's work.

My Unusual Sunday.

This Sunday I am staying indoors. I notified the head usher at the church that I would not be there to assist. I obtained a substitute teacher for my class of boys. I spoiled my record of perfect attendance at the Sunday afternoon meeting at the Y. M. C. A. I declined an invitation to speak at an evening service here in the city. My excuse for not going out is that I am breaking up a cold.

What a good time I am having here at home. I am spending the day reading, writing letters, listening to the radio, day-dreaming, communing with my family. I did not get up until early afternoon. I shall be much better prepared for the hard week ahead because I have been care-free today.

I am resolved not to continue to enslave myself on Sunday. A person who assumes a disproportionate degree of responsibility encourages others to stand back.

WINSTON FLASHES

C C C camps are now more numerous in the United States than colleges and universities—1640 to 1466.

IF you are using THE STORY BOOK SERIES—FOOD, CLOTHES, HOUSES, and TRANSPORTATION (60c each) — by the Petershams, you know the reason for their phenomenal distribution. Now a new series by Maud and Miska Petersham is ready — THE STORY BOOKS OF EARTH'S TREASURES — GOLD, IRON AND STEEL, COAL, and OIL — illustrated in six colors (60c each).

NO oil painting in existence, it is believed, is thoroughly dry.

POP! Goes the WEASEL — a small elongated musteloid digitigrade carnivore. At least, these are the words you will find in some dictionaries under *weasel* — but not, of course, in the dictionary designed especially for school use—THE WINSTON SIMPLIFIED. There is an edition that exactly fits your needs.

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EDITORIALS

Service That Is Priceless

LITERALLY tens of thousands of noble citizens, drawn from every walk of life, give up hours of time and unmeasured amounts of thought-energy to serve on boards of education.

The task is one whose only remuneration is in the satisfaction of public duty well performed.

School board members rarely receive thanks from any quarter. Complaints they do receive aplenty, from all corners of the lot.

There are individuals who make school board membership their principal avocation—loyal citizens who allow their names to be put up for election or appointment term after term. Sometimes their period of service runs ten, twenty, or even thirty years.

What a contribution these good citizens render to their communities and to that better civilization which is in the making!

All honor to these true friends of youth and education!

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The Power Behind the Schools

NO PERSON and no single group can guarantee the quality or effectiveness of public education. Within the schools themselves responsibility extends downward from the superintendent, through the principals and supervisors to the teachers. Success or failure of the schools is dependent in large degree on the way these individuals perform their respective duties.

Yet the character of the schools is really determined by the community itself. The community speaks to the schools through its board of education.

The wise community looks with jealous care to the ability and integrity of its board of education. It never lets that board be composed of self-seeking, narrow-minded persons.

The wise community chooses for the keystone of its educational arch the most public-spirited, most wide-awake, most intelligent men and women available.

The moment a wise community perceives that a school board candidate or member wants to build up a political machine for himself at the expense of schools and children, the community repudiates that candidate or member, and denies him the power to do that treasonable thing.

If the board of education is steadily maintained at a high level of judgment and devotion, good results are sure to follow. Such a board will elect a properly qualified superintendent, will recognize his professional leadership, and will help him to secure the best possible supervisory and teaching staff. It will support him in carrying out the best policies he is capable of presenting.

The right-minded board of education will not make the superintendent its errand boy or its slave. It will not tell the superintendent whom to nominate nor will it go over his head to make its own nominations and elections.

A board that knows its business will not putter over details in meetings lasting into morning hours; nor will it become deadlocked over issues that are purely political and personal. Most of its decisions will be unanimous—dictated only by the welfare of the schools.

Nothing is more essential to good schools than a well selected board of education.

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Retirement Flexibility

AUTOMATIC retirement of teachers when they reach a specified age doubtless has advantages in clearing school faculties of some superannuated people, and in making room for younger workers. But automatic retirements do occur—and not infrequently—which cause great and unnecessary loss to the students. Almost every school has its individual faculty members who have never ceased to grow more capable and inspiring with the years. No one wants these teachers to retire. Usually they themselves would much prefer to keep on teaching. But rules are rules—and at a given age out those teachers go, regardless of the loss to the school or the disappointment to the person thus removed.

Some schools have solved the difficulty by having and maintaining a definite retirement age, but recognizing exceptions.

The plan is simple. At a given time—say when the teacher arrives at sixty-five—retirement takes place automatically and irrevocably unless—both the school authorities and the teacher are agreed that continuance is desirable. In other words—the greatly wanted teacher is invited to stay on, for one year, two years, or some not-too-long period. And when that period ends, retirement again occurs unless another invitation to stay on is issued and accepted.

By such an arrangement allowance can be made for the fact that teachers grow old at different rates. Some of the very best teachers seem never to lose their grip, and for these to be removed arbitrarily is a detriment to education.

Makers of Better Schools

H. L. DONOVAN has headed the State Teachers College at Richmond, Kentucky, for the past seven years—having returned to his native state from Tennessee, where he was a professor of elementary education in George Peabody College. Dr. Donovan is a national figure in the work of teacher preparation. One year ago he was chosen president of the American Association of Teachers Colleges. He is in the prime of life, and should have many more years of able educational leadership ahead of him, although he has already done more than most other men of the not-yet-fifty-age group.

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THOMAS R. COLE is both a professor of education in the University of Washington, and an important factor in the civic affairs of Seattle. He is a director of the Chamber of Commerce and of a bank. His lectures before assemblages of the State Teachers' Association are full of stimulus and common sense. As chairman of the Planning Board for education in the State of Washington, Dr. Cole is helping to bring about co-ordination and a modernized school system to Uncle Sam's northwest corner lot.

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JOHN LUND, who went from the superintendency at Newton, Mass., to study at New York University, has now been engaged as organizer by the Board of Education at Hamden, Conn. This town has always sent its high school students to New Haven, but now is erecting a $750,000 building to house its 1,500 high school students. Mr. Lund's job will be to build a new high school organization from the ground up—course of study, staff, equipment, everything new—no traditions or sacred cows to preserve or pamper. What an opportunity!

•

MRS. CORA WILSON STEWART, of Washington, D.C., Anti-Illiteracy Crusader Number One, has been drafted into service by the Federal Government to campaign for a New Deal project—namely, the drive to persuade people to make repairs and alterations to their home properties. How find the money? That's simple—with "character loans" from federal housing funds. Mrs. Stewart has been advocating all along, in her literacy efforts, the need of keeping homes in good repair, so this work is not out of line with earlier undertakings. Still—as she hurries about the country on her speaking tour for character loans, she finds audiences equally interested to hear about the Moonlight Schools that made her famous, and the national war on illiteracy which she so ably generaled. It was she who declared that the average illiterate adult could be taught his three R's in six weeks' intensive training—and that it could be done by teachers who held no degrees from teachers' colleges. The proof was in the doing of it, for many thousand illiterate persons in many different States. Mrs. Stewart is an inspiring example of one who has done great things by believing they could be done, and acting on that belief.

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ALBERT LUTHER BENNETT has been superintendent of schools for Albermarle County, Virginia, for the past fifteen years. He has become an authority on rural schools. Since 1928, he has been assistant professor of education at the University of Virginia (Charlottesville). Kiwanis and Boy Scouts claim portions of his interest. Also he is in demand for lecturing before fraternal, educational and church groups.

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NEWTON E. BUSTER heads the William James Junior High School at Fort Worth, Texas, where he was formerly an elementary principal. He holds degrees from Colorado State Teachers' College, and has also studied at Texas Christian University. He believes in training for wise use of leisure and in education that will make for public welfare as well as benefit to the individual.

•

WALTER W. COOK is director of teacher training at Eastern Illinois State Teachers' College—and is trying just now to find out what is really known about that subject. This native of Iowa, with several degrees from the University of that state, is thoroughly devoted to his present job in Illinois. He has written treatises on the techniques of text construction and on the selection of texts for schools. He isn't fond of reading educational articles; thinks most of them dull and better not written. Sometimes we agree.

Winshipisms

"The teacher needs a keynote for his work as much as the musician for his song."

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"A weakling can find fault; only a master can create."

•

"Do not cut the intellectual food for children too fine."

•

"Patience is an old virtue that is always new."

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

One Hour Periods

SUPT. ALBERT B. KELLOGG, Claremont, N.H.:—

"We solved a study-hall problem in our high school by changing our program from seven forty-minute periods to five class sessions of one hour each. Teachers have studied their problems, defined their aims, and are planning their work much more effectively than heretofore. Pupils, too, have entered into the spirit of the experiment, and good results are apparent."

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Community Backs Changes

SUPT. F. W. PHILLIPS, De Kalb, Illinois:—

"Our community morale has greatly improved in recent months. We have equipped and opened two new kindergartens; extended departmentalization in our upper grades; and have begun the shift from semi-annual to annual promotion, and in all three efforts we have enjoyed community approval and support."

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Music; Curricula; Diplomas

SUPT. W. A. KINCAID, Montpelier, Vermont:—

"Perhaps the outstanding development which is of an unusual nature is the introduction of music appreciation as a regular full credit course in our high school. This year for the first time such a course is being offered and it has been very popular. Enrollment is limited to twenty-five because of the size of the room in which the class must be held, but we might just as easily have had fifty persons had our facilities been adequate to take care of that number. Mr. Kambour, who is also principal of our high school and who has an excellent background in music, is the instructor. He has for equipment a piano, a combination radio and victrola, a shelf of some thirty reference books in the field and a limited number of records which include several symphonies.

"At the present time, the class, under the supervision of Mr. Kambour, is planning a Pop's concert the returns of which will be used for the purchase of additional records or reference material. Not in a good many years has there been an addition to the curriculum of the High School which has caused so much favorable comment as the introduction of the Music Appreciation Course.

"Another development perhaps of greater significance but much less spectacular is the completion and publication of our revised program of high school studies. The work has been carried over a period of two years and the final product is the result of much careful research, investigation and critical thought. Hereafter, three courses will be offered in Montpelier High School, namely: the College Entrance, the Social Arts, and the Commercial Arts.

"The College Entrance Course has been considerably liberalized, as much as is permitted by the entrance requirements of the several New England Colleges.

"The Social Arts Curriculum is planned to provide a balanced educational program in English, literature, the natural sciences, and the social sciences. It is particularly designed for the student who would get the most out of high school in the way of an all-round general and cultural education who is not in any way hampered by demands other than those of his own general welfare.

"The Commercial Curriculum is reserved for selected students of approved ability, and has been liberalized to make way for a greater number of cultural subjects.

"Hereafter, two types of diplomas will be offered in Montpelier High School; a standard and a limited. The first of these more nearly corresponds to the diploma which the school has given in the past, except that the requirements have been slightly increased. The Limited Diploma has been introduced to provide a formal recognition for the less able but rather conscientious student who has spent four years in high school but who has not met the requirements of the standard diploma. The limited diploma may be earned by any student regardless of ability who spends four years in our school and is reasonably conscientious in his studies."

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Teachers Try New Ways

SUPT. L. C. DAY, South Portland, Maine:—

"This is the second year that we have required each of our teachers to work out quite definitely a so-called 'professional project.' Each one tests out some new method or procedure which she has not attempted before, and then, in the spring, submits a brief, critical report authenticated by suitable references to professional reading in the field of her 'project.'

"Last year, through these projects, our system benefited from the leaven of at least fifty good professional books, while this year the indications are that new ideas are being gleaned from seventy or more books and worthwhile articles. Our classroom work has been made more alive and interesting and teachers have been stimulated to attain a higher level of performance.

"Our younger teachers have probably received the greatest benefit from these projects."

The News Digest
OF EDUCATION

Police Diction

In School Talks Causes Discovery

INDIANAPOLIS, Ind. — College men on the Indianapolis police force have saved the day for Chief Michael Morrissey. The young red-haired chief had been pestered with complaints from parents against the poor English used by his officers in their talks at schools on accident prevention. In desperation, Morrissey called the roll to see what he had in the way of higher education. The result: Sergeant Albert C. Magenheimer, Indiana University; Sergeant Edward F. Moore, St. Mary's College, Kentucky, and Robert Murnan, patrolman, Butler University, stepped forward. They now are telling boys and girls, in precise English, just what they should do to avoid being struck by vehicles while going to or from school.

One-Fourth of U. S. Population Enrolled in Full-Time Schools

WASHINGTON. — More than 30,550,000 students, or about one-fourth of the Nation's total population, were enrolled in full-time day schools, according to last reports reaching the Federal Office of Education. There were, in 1932, it is estimated, 232,750 public elementary schools and 26,409 public high schools.

Of every 1,000 persons twenty-one years of age and over in 1932, about twenty-five had college degrees and 109 had high school diplomas. The bureau states that there are approximately 1,063,000 teachers in all types of schools in the United States.

The estimated total income for all education from kindergarten through college, public, and private schools, reporting to the Federal office, was $3,083,808,785.

The expenditure for all levels of education, public and private, including schools in Alaska and Government schools for Indians, it reveals, was $2,968,019,400, according to last reports. The annual expenditure per adult for public education was $32.95.

The approximate investment in educational plants is $10,000,000,000 and in endowments, $2,000,000,000.

Flying Cultural

According to Head Of Kenyon College

GAMBIER, Ohio.—Kenyon, the only liberal arts college in the United States which includes flying in its curriculum, has completed the first semester of its course in practical aeronautics. The course has become so popular with the students that it now must be restricted to upper classmen. Numbered among Kenyon's student fliers is Dr. William F. Peirce, president of the college. Dr. Peirce points out that Kenyon's flying school does not offer aviation as a vocational course. He regards flying as a cultural and healthful form of recreation and as such it is offered to students.

Physics Facts

Made Available To General Public

WORCESTER, Mass. — Responsive to growing popular interest in the latest advances in physical science, the Worcester Polytechnic Institute offers to the public a series of fourteen lectures by members of its department of physics. The lectures take place Tuesday afternoons. They deal with developments in physical research which for the most part are too recent to have found their way into textbooks.

New Medievalism

Noted in Hitler's School Programs

NEW YORK.—Children in Germany today are being educated in a philosophy more like that of the Middle Ages than that of the past five centuries. So Dr. Esther Caukin Brunauer told the members of the National Council of Teachers of English. "The emphasis in education today," she said, "is upon 'racial science,' personal heroism (principally military), ardent nationalism and physical training. The natural sciences have fallen to a lower rank, and the scientific method has been abolished as a product of 'Jewish intellectualism.' Even though we cannot agree with a literal interpretation of Hitler's assurance that the principles of his revolution will hold sway for a thousand years, we can see that his revolution may very well be an evidence of a new epoch in the history of human culture, and that after the present generation of German young people grows up there may be very few traces left of the era of enlightenment that began with the Renaissance."

Majority in U. S. Universities Opposed to League of Nations

NEW YORK.—The final report of the peace poll conducted by the Literary Digest in 118 colleges and universities showed that the participating students were arrayed by a slight preponderance against entry of the United States into the League of Nations, but were committed to other proposals by peace advocates.

The students voted 55,689 to 54,510 against entry of the United States into the League. Government control of munitions was favored by a vote of 101,702 to 10,300; universal conscription in case of war was favored 91,088 to 19,521. A vote of 69,715 to 41,407 was registered against the proposal that a navy and air force "second to none" is a sound method of insuring against participation in another great war.

On the question whether the United States could stay out of another great war, the students held this was possible by a vote of 75,441 to 34,913. A total of 92,125 ballots declared that the senders would fight for the United States if the country were invaded, while 17,951 ballots declared that the senders would not fight in such a case.

These proportions were reversed in the votes on the remaining question put to the students — whether they would fight if the United States invaded another country. The vote in this case was: Yes, 19,425; No, 89,765.

Ballots were returned by 112,607 students out of 318,414 mailed, the Literary Digest announced.

Radicalism Among Students Is Growing, Survey Suggests

PITTSBURGH, Pa.—A new class of radicals has been built up among American college and high school students by the depression, two educators told the American Association for the Advancement of Science. There was a "large and significant" increase in liberal attitudes toward social problems among students in 1933-34 as compared with the early-depression years of 1931-32, according to a survey reported by Dr. C. L. Morgan and Dr. H. H. Remmers, of Purdue University. College girls, they found, are slightly more liberal than college boys. The girl students' mothers, likewise, are more liberal than the fathers of the boys. Many college and high school students probably would be in favor of some radical steps that would go beyond the present scope of the New Deal, the educators said, including Government ownership of railroads, public regulation of business, and heavy taxation on large fortunes and incomes.

College students are more radical, however, because they realize they are facing a less secure world than in 1931, the educators believe. They are more concerned with seeking new hope and reasonable certainty in the future than with liberalism or conservatism as issues in themselves. Their increased radicalism is not due to more radical teachings in the schools and universities to any marked degree.

But against the rising tide of liberalism, religious teachings still stand steadfast. Students who are mildly radical in most other fields, still are conservatives in their religious viewpoints. Opinions on religion, however, were stated by fewer students than on any of five types of problems surveyed by the educators.

Big Pay Raise

For College Faculty in 20 Years

WELLESLEY, Mass. — Salaries of the Wellesley College faculty have been increased between 50 and 100 per cent in the last twenty years, President Ellen Fitz Pendleton told alumnae recently, forestalling objections to the extensive building program. "The permanent endowment fund of the college exceeds the building appropriations," she announced, "and a reserve fund of $1,000,000 has allowed us to keep up building and grounds without any decrease in salaries or staff." The president added that only 23 per cent of the faculty are Wellesley alumnae and that all but two of these have graduate degrees from other universities. Eighteen per cent of the faculty, she said, are men.

Social Changes

Pupils Must Be Trained To Participate

NEW YORK.—Public schools must educate pupils for participation in the process of social reconstruction, according to Dr. Jesse H. Newlon, director of the Lincoln School, Columbia University, whose annual report was made public recently. Urging that curricula be planned to obtain the most effective results in this social change, Dr. Newlon said that "primary importance must be assigned to a realistic understanding of the values of our democratic tradition; the school has been too much insulated from the life surging about it." The report advocated that wider freedom be given teachers in selection of materials of instruction and in methods of teaching.

Education Meet

Proposed for Australia In 1938

MELBOURNE.—A world education conference similar to that held in South Africa by the New Education Fellowship of England will probably be arranged in Australia in 1938. The South African conference was remarkably successful. Eminent educationists from eight different countries and from the League of Nations addressed the sessions. The Australian conference is expected to be equally successful.

No Ski Suits

Allowed in New Bedford High School

NEW BEDFORD, Mass.—Ski suits are out as feminine apparel at the New Bedford High School. This edict was made by Principal G. Walter Williams. Notices have been posted in teachers' rest rooms to advise Mrs. Ella A. Batchelder, matron, of all violations. "I feel the ski suits distract children from their studies," Mr. Williams explained his edict. "One of the girls sent home wore bearskin ski trousers and a blouse with short sleeves." The principal said there is also the question of health, and feels it is unwise for a girl to sit around in a classroom for five hours in the heavy winter garments.

Public Service

Course Offered At M. I. T. in Summer

CAMBRIDGE, Mass.—A six weeks' intensive course in public service administration, designed for students who are preparing for government service in professional or other capacities, will be given at the Massachusetts Institute of Technology next Summer. Professor Ralph E. Freeman, head of the department of economics and social science, said that the new course, to be given in response to an increasing demand for college-trained men with a broad knowledge of economic and governmental problems, would be conducted by experts in various fields of public administration. Several government officials will lecture on phases of political activity.

Would Force College Students To Subscribe to Loyalty Oath

ALBANY, N. Y.—An oath of loyalty to the Federal and State Constitutions would be required of every freshman entering any institution of higher learning which is supported by the state of New York, under a bill introduced in the Legislature by Senator Joseph D. Nunan, Queens County, Democrat.

The bill provides that after next September any student before being admitted to any university, college, normal school or other institution of higher learning, must subscribe to the following oath:—

"I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of New York as a student of (name of institution)."

The oath would be administered by a judge, justice, or any qualified person, and the head of the institution, after recording it, would send it to the Commissioner of Education, who "shall file the oath in his office in Albany, where it shall be open for inspection at all reasonable business hours."

Mr. Nunan said that his idea was to carry farther the purpose of the Ives law, signed last summer by Governor Herbert H. Lehman after being vetoed once, which requires teachers in the state to take an oath of loyalty.

Mr. Nunan's bill, he said, is intended to check the communistic sentiments of college students by compelling them to abjure, before beginning any studies in economics and politics, any revolutionary ideas which they might encounter.

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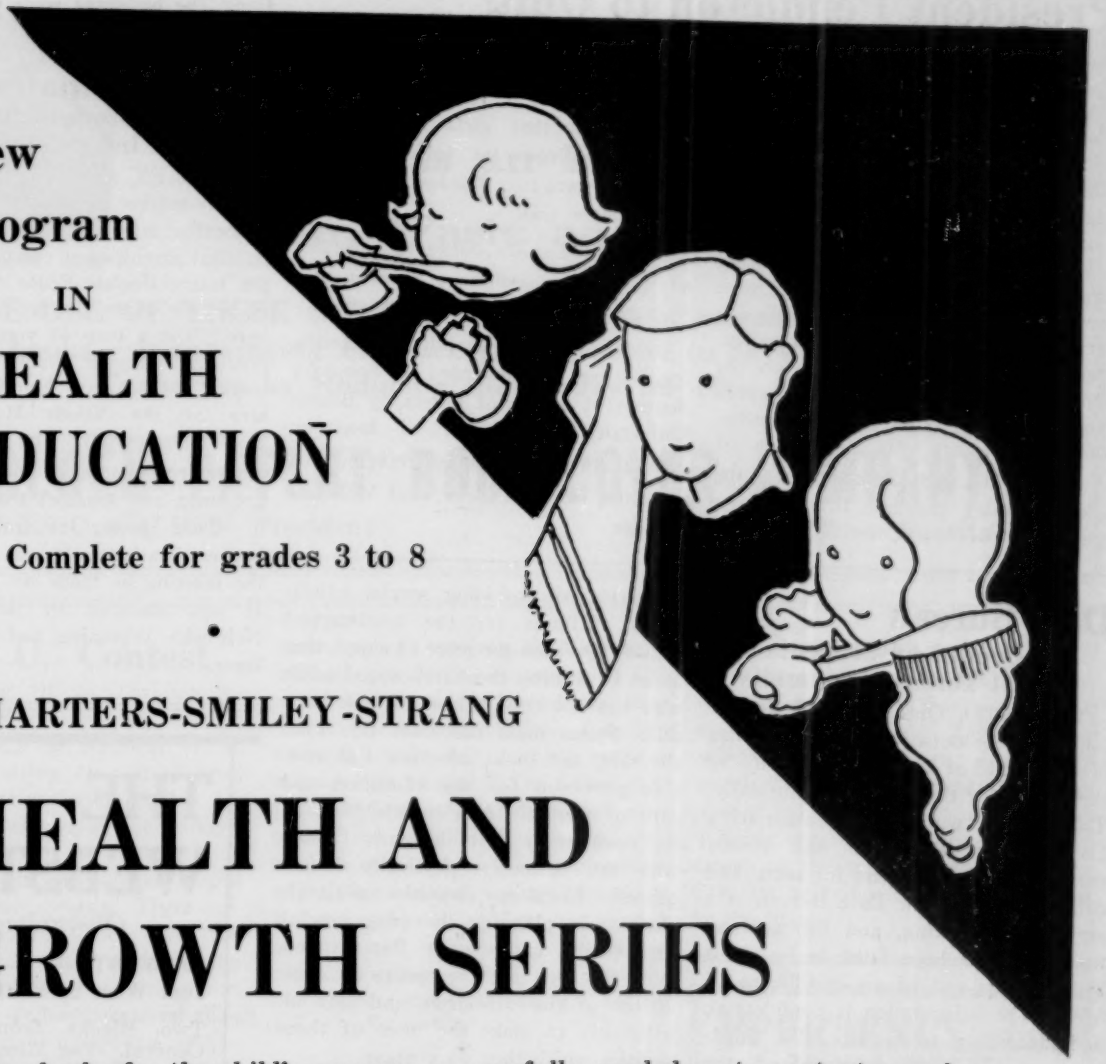

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President Pendleton to Quit Wellesley After Half Century

WELLESLEY, Mass.—The resignation of Miss Ellen Fitz Pendleton, sixth president of Wellesley College, to take effect in June, 1936, has been accepted, regretfully, it was announced by the board of trustees of the college.

By the time her resignation becomes effective Miss Pendleton will have served a half-century on the Wellesley faculty, a quarter-century as president. Her retirement will take effect on the 50th anniversary of her graduation from Wellesley. None of Miss Pendleton's predecessors was an alumna of Wellesley, and Miss Pendleton was the first Wellesley graduate to be chosen president.

Miss Pendleton recently expressed her opinion that girls are entering women's colleges far better prepared than they were two decades ago, leaving them better trained.

Miss Pendleton's duties as president of Wellesley have been supplemented by a wide range of outside activities.

Since she became president of Wellesley, she has been awarded the honorary degrees of doctor of letters by Brown University, and doctor of laws by Mount Holyoke College, University of Toronto, Smith College, and Williams College.

Date Bureau

Opened by Students At Toronto University

TORONTO, Ont. — The bogey of loneliness for out-of-town students has been banished at Toronto University by the editors of the undergraduate daily, The Varsity, with the formation of a Date Bureau, where men and women students can find partners for social and cultural events. The Date Bureau is a serious undertaking, and the application form has been filled in by about 250 students out of an enrollment of 5,000. The information is confidential, and, according to C. R. Ellis, third-year student and manager of the bureau, it shows that there are about forty more women students than men making use of the service. The information requested includes not only name, address, telephone, home town, and age, but also height, weight, color of hair, faculty, and year.

Cheaper to Educate

Than to Neglect Handicapped Children

WASHINGTON.—It costs less to educate than not to educate. This is the conviction of Mrs. Franklin D. Roosevelt as she expressed it at an educational conference to consider the problems of educating children who are seriously handicapped in mental or physical condition. Mrs. Roosevelt emphasized the fact that every community must some day or other pay the price of its handicapped individuals, and that the price of providing special educational facilities for the handicapped child is less than the price of supporting in an institution the handicapped adult who has not been helped to help himself. States must recognize this fact, she said, and make adequate and suitable provision for the education and care of mentally deficient children, of the emotionally unstable, and of those who are seriously physically handicapped. Local communities must do likewise in planning the programs of their public day schools. Parents, too, must face the facts, recognize the limitations of their children, and plan intelligently to make the most of those abilities which they do possess.

Morgan Library

Open for First Time To College Art Class

NEW YORK.—The Pierpont Morgan Library—with its treasured antique manuscripts—was opened recently for the first time in its history to a university art class. Fifty graduate students of New York University gathered in the classical Grecian buildings adjoining the Morgan town house, with members of the fine arts faculty of Columbia University and several officials of the Metropolitan Museum of Art. Heretofore only a few "specially qualified" scholars had been permitted to do research work among the manuscripts, books, and paintings valued at $8,500,000. Last fall, after much controversy, the library site was put on the tax rolls at $1,665,000. Before that, it had been tax free as a public institution. The buildings were valued at an additional $500,000.

Peace Campaigning

By Students Is Urged At Inter-Collegiate Meet

GREELEY, Col.—Use the same kind of vote-getting machinery to put peace advocates into office that is used by political machines, a committee advised the Intercollegiate Peace Action Council at the State College of Education here. "Get a map of your town, your precinct, and your county and start to work," urged Paul Harris, Jr., secretary of the Youth Movement for World Democracy. The council's committee recommended appeals to congressmen and senators that they do all in their power to relieve tension between nations. It was decided that the meeting be made an annual affair. It was attended by delegates from Nebraska, Wyoming, and Colorado colleges.

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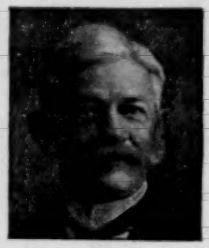

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W. C. T. U. Contest

EVANSTON, Ill. — Through the generosity of Mrs. Ada Mohn-Landis, of Reading, Pa., the National W. C. T. U. is conducting an annual prize contest to secure material suitable for readings. Four classes of manuscripts are desired, and so the contest is in four sections, each with its own special requirements and awards. There are two divisions in the senior class, the material of which is for recitation by adults or youths. The two divisions in the junior class call for material suitable for recitation by young people under high school age. The general contest theme is, "The Value of Total Abstinence from Alcoholic Beverages." Cash prizes are offered for the best manuscripts. Complete information may be obtained by writing to National W. C. T. U. at Evanston, Ill.

Pat on Back

For Students of Modern Generation

OMAHA, Neb.—The butterfly, the flapper, the lounge lizard, and the sophisticate are fast disappearing types among college students, Dr. Charles W. Gilkey, dean of the University of Chicago chapel, said in an address here. "It is the best generation of college students I have seen in thirty years of contact with students," Dr. Gilkey said. Increased attendance at chapel and more interest in religious discussion were cited as evidences of the disappearance of the "hard-boiled" college generation. Today's students are serious-minded, realistic, and convinced something is radically wrong with a social scheme which offers them so little, Dr. Gilkey said.

School Age

Two Bills to Raise It Offered in Bay State

BOSTON. — "Under present economic conditions and the NRA codes practically all of the children of school age are attending studies and there is a definite situation prevailing of which we might well take advantage," State Commissioner of Education Payson Smith said before the legislature's joint committee on education. He favored two petitions to raise the compulsory age limit of school attendance from fourteen to sixteen years. The commissioner contended that the measures are consistent and that opportunities for the youth of the State would be increased by their passage. One bill was filed by Commissioner Smith and the other by the Massachusetts State Federation of Labor, the latter bill containing a provision that minors may not be employed below the age of seventeen. Commissioner Smith said that there are approximately 2,500 employed minors in Massachusetts, in a school population of 750,000, and that adoption of either measure would not mean a heavy expense. He estimated an increase in the school budget of about $350,000, half of which would be borne by the State.

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State College Grows

Massachusetts Institution Expands Service

AMHERST, Mass. — Growth in numbers of students and in service to the State has characterized the development of Massachusetts State College during the past five-year period, according to President Hugh P. Baker in a recent report to the Board of Trustees. From a student body of 862 in 1930 the enrollment (including the Stockbridge School of Agriculture) has grown to 1,327 in 1935. At the same time, the educational services to these students on the campus and to the adult population throughout the State through the Extension Service and Experiment Station have developed to meet an increasing demand. "An event of major importance during this period was the change of name in 1931 from Massachusetts Agricultural to Massachusetts State College," he said. "An illustration of the increased scope of service may be found in the contribution of the college to the national and State recovery programs through research, special courses, and projects yielding employment in professional and technical fields."

Rural Children

More Regular in Attending School

HARRISBURG, Pa. — Even though boys and girls from small town and rural districts in Pennsylvania have farther to go to school than those in cities, a greater percentage of them failed to miss a day of school last year. Perfect attendance records announced by the State Department of Public Instruction show that seventeen of every hundred pupils in small town and rural areas did not miss a day of school, while in the larger borough and city districts eleven of every hundred were neither absent nor tardy. The survey shows that more pupils are in perfect attendance in Pennsylvania public schools than are represented in the entire school enrollment in sixteen other States studied. A total of 280,822 boys and girls attained perfect attendance records for the school year ended last July, or almost 14 per cent of the total enrollment in Pennsylvania's schools.

Should Fit for Life

BRONXVILLE, N. Y.—A revised curriculum for secondary schools, which would place more emphasis on the study of social and economic problems of the present and correspondingly less emphasis on higher mathematics and foreign languages, was advocated by Willard Beatty, president of the Progressive Education Association and Superintendent of Schools in Bronxville. Dr. Beatty assailed the modern high school as "pursuing a course of study devised almost half a century ago for the academic preparation of prospective college students." He urged that more attention be paid to the training of young people for the psychological, social, economic, and personal problems involved in marriage and family life.

The Alcove for New Books

America for Young Americans

AMERICA' OUR COUNTRY. By Smith Burnham, Western State Teachers College, Kalamazoo, Michigan, and Theodore H. Jack, President Randolph-Macon College, Lynchburg, Virginia. Chicago, Atlanta, San Francisco, Toronto, Dallas, Philadelphia: The John C. Winston Company.

"America Our Country," by Burnham and Jack, aims at meeting the requirements of a textbook in American history for pupils of junior high school age. Its covering of Old World backgrounds and American colonization is more in the nature of a recapitulation of what the child has already studied than a complete and circumstantial portrayal. The main emphasis is upon the growth of our institutions and our civilization since the United States became a nation.

A guiding thought in the minds of the authors has been to show the boys and girls how the history of their country can become an implement in their hands for solving present and future problems. The book is thus a functional text. Children who become familiar with its contents will be better able to adjust themselves to the situation in which they find themselves, because they will see something of the relations linking past and present. They will see themselves as co-partners and sharers in an ongoing adventure in self-government. They will realize that patriotism is more than glorification of the flag by lip service. America is indeed "Our Country," and pupils using this text are likely to play their respective parts as citizens more loyally and intelligently from having glimpsed some of this nation's next goals.

The book is attractively gotten up from cover to cover, and its vocabulary seems to be within the comprehension of most adolescents.

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Reading in the High School

THE BEACON LIGHTS OF LITERATURE SERIES, Books I, II, III, and IV. Book I by Rudolph W. Chamberlain, Editor of the Advertiser-Journal, Auburn, New York, and Edwin B. Richards, Head of the English Department, Junior-Senior High School, Easton, Pennsylvania. Books II, III, and IV by Rudolph W. Chamberlain. New York, Chicago, Atlanta, Dallas, Syracuse, N. Y.: Iroquois Publishing Company, Inc.

If all the books available in the English language in all libraries were about to be dumped overboard into the sea and only ten books could be held out, we can well imagine ourselves choosing a half dozen special favorites of our own and then—these four volumes comprising "The Beacon Lights of Literature." For in these books are so many scores of precious writings by so many scores of gifted authors, that they would serve strikingly to recall how great and inspired and thrilling and diverse had been the literary heritage of the English speaking peoples.

Yet the Beacon Lights Series was not designed merely as a library of masterpieces; a half-foot shelf of books comprising a liberal education. It was edited as a sequence of graded texts in literature for the four last years of the secondary school — grades nine, ten, eleven, and twelve.

The organization of the contents has been thoughtfully adapted to the successive age groups. Instead of falling into such divisions as fiction, poetry, biography and drama, the series proceeds from action and adventure in the first volume, through thought-emphasis, on through a year of "wide, good reading," and finally through a year dedicated to fitting the student for the life situations he will encounter after graduation.

In making their selections the editors have evidently consulted the latest standard requirements of various authorities such as college groups and boards. They have at the same time manifested a keen sense of what will be enjoyed and comprehended by the average young person in high school.

To have read what is in these four books and nothing more, would mean that one had gained access to the rich treasure held in books; and would be familiar with modern writers and prepared to read current literature with discrimination. This last is one of the most important goals of a modern education; a goal which has long been obscured by the shadow of the older literature, truly classical, but only loosely related to the life of today and tomorrow.

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Social Thinking and Living

OUR CHANGING SOCIAL ORDER. By Ruth Wood Gavian, formerly teacher of Sciences, Sea Pines School, Brewster, Massachusetts; A. A. Gray, Head Department of Social Science, High School, Berkeley, California; Ernest N. Groves, Research Professor of Sociology, University of North Carolina. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath & Company.

For those groups of high school seniors now studying problems of American democracy, "Our Changing Social Order" provides unusually worthwhile and attractive material.

Introductory units supply the needful background for an understanding of many aspects of our modern life—all of which have grown out of earlier cultures and are closely related to human nature itself.

Throughout the book, the authors have sought to assist the pupil in making his own adjustments to life; for the maladjusted individual is incapable of maintaining right attitudes toward society.

The fact that such a textbook is now available for American high schools and that courses already exist in those schools to demand such a manual, is in itself an encouraging sign that our civilization is advancing toward an era of better mutual understanding and truer neighborliness.

This text deals admirably with a subject which must more and more be called upon to build a bridge between the secondary school and the everyday life of the community. The great pity is that so many high school seniors are still deprived—by traditional curricula and college requirements—of their right to study sociology and the problems which give it timely and vital importance.

• •

Science Views the Child

CHILD PSYCHOLOGY. By George D. Stoddard, Professor of Psychology and Director Iowa Child Welfare Research Station, University of Iowa; Beth L. Wellman, Associate Professor of Psychology, Iowa Child Welfare Research Station, University of Iowa. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

The serious student of the motor and mental activities of children will find here a thoroughly scientific handling of this intricate subject. Research still has far to go before it yields satisfying answers to all the questions that have arisen in this field. But the most important findings of investigators to date are brought together in this volume; with resulting conclusions regarding behavior, personality, and character, and regarding intelligence and reasoning processes likewise, which are of practical value to all persons engaged in guiding the growth of boys and girls.

Some preliminary knowledge of general psychology, its principles and techniques, is presupposed on the part of readers and students of this book

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Grins Between Grinds

Or Banker

At the circus the strong man dipped a sponge into a pail of water and then squeezed until every drop of water was out of it. He invited volunteers to come into the ring and try to squeeze another drop out of the sponge.

Several men tried it, without any result.

At last a small man entered, and, to the astonishment of all present, he squeezed out drop after drop.

A member of the audience recognized the man and shouted: "Here, that's not a fair test! This man is a tax collector."

• •

Success in Business

"My boy," said the magnate to his son, "there are two things which are vitally necessary if you are to succeed in business."

"What are they, dad?"

"Honesty and sagacity."

"What is honesty?"

"Always—no matter what happens or how adversely it may affect you—always keep your word once you have given it."

"And sagacity?"

"Never give it."

• •

What They Meant

Ben, aged 14, was reading "King Arthur" to Bud, aged 7.

"Ben," Bud asked, "what did those knights mean when they said, 'Wit you well'?"

After some thought Ben explained: "It was just an old-fashioned way of saying, 'I'm tellin' you.'"

• •

Free Gift

Sandy—"We celebrated our twentieth anniversary yesterday."

Angus—"Did you give your wife a present?"

Sandy—"Sure I did! I took her for a wee game of golf, and gave her three strokes!"

Fixing the Future

Little Doris was lunching at a restaurant with her fond aunt.

For her sweet course she chose cherry pie, and afterward pushed the stones to the side of her plate and counted them.

"I see, according to your fruit stones, that you are going to marry a rich man," said auntie, after the girl had finished counting.

"Yes," replied little Doris, "but I had to swallow two of them to do it."

• •

The Modern Cocktail

An old Dutchman, returning to Holland, was asked by a friend what in his estimation was the strangest thing he had noticed, and he replied: "The United States has many wonderful things but the strangest is a drink called the cocktail—and here is how they make it: They put in whiskey to make it strong, then water to make it weak; gin to make it hot, and ice to make it cold; lemon to make it sour, sugar to make it sweet; then they say, 'Here's to YOU!' and drink it themselves."

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Contents for March 18, 1935

SOCIAL CHANGE AND THE SCHOOLS 153

SOME CHARACTERISTIC MESSAGES 155

TONY SQUARES HIMSELF 158
Margaretta V. Harmon

WHY DOGMATIZE ON SOCIAL ISSUES? 160
Thomas C. Barham, Jr.

CHARACTER EDUCATION'S MAJOR TASK 161
Garry Cleveland Myers

ALL IN THE DAYS' WORK 163
Francis Reed

EDITORIALS 164
Loyalty Oath for Teachers
Man's Hardest Lesson
Are You a Radical?

MAKERS OF BETTER SCHOOLS 165

THE NEWS DIGEST 167

THE ALCOVE FOR NEW BOOKS 173

GRINS BETWEEN GRINDS 174

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The Editors Say...

All the voices of a great convention finally resolve themselves into one voice — a single composite thought that goes ringing through the minds of delegates for months that follow. We believe this will be extraordinarily true of the Department of Superintendence meeting recently held in Atlantic City. Faith and courage had returned to the schoolmen, and the problem of the hour was—how to meet the educational requirements of a changing society. For those who attended, and for those who stayed at home, we are happy to transcribe the story of that memorable gathering. All that a magazine can hope to do in this connection is to present a sampling of the addresses; some glimpses of the busy week; some hints of goals attained, ideals set up.

•

Tales Out of School

From East, West, North, and South—even from remote parts of Canada — came short stories, so many and so varied that the judges had a hard time deciding which were best.

Awards in our Second Annual Short Story Contest are printed on page 166 of this issue. Also the story that won first prize is here presented. We think it a most enjoyable and excellent piece of fiction. Or is it fiction? Strange things happen in the evolving of these human personalities entrusted to our schools and teachers!

•

The Hunt Is On

Treasure, treasure, who's got the treasure? Well, there's a lot of it scattered throughout these Journal pages—we hope. Still—if you must have a definite assignment for a Treasure Hunt, ladies and gentlemen, here it is:

A series of three words in a certain advertisement less than thirty pages distant, got all scrambled in our typewriter, and came out like this:—

GAPTRAYGHOPNIHYTISVSG

Unscramble the three words; locate them in so and so's advertisement on such a page, and rush your answer to the nearest mail box addressing "Journal of Education Treasure Hunt, Six Park Street, Boston."

If yours is the first correct solution from your state, we will credit you with a four months' subscription to this magazine—for yourself or a friend. If you have already won twice—the subscription department insists that you nominate a friend.

Sure, we make allowances if you live farther away than someone else in your state. If there's any doubt, you both win.

Answers to be counted must be mailed not later than April 10, 1935. But sooner if you would avoid the crowd.

•

Answer to Treasure Hunt of February 18 was: "The Treasure Chest," found on page 119.